


## Beginning with Fiction



### Lesson Preparation

Daily Lesson 15		WRITING	
		TEKS	Ongoing TEKS
		E1.13C E1.14A	
Key Understandings and Guiding Questions		<ul style="list-style-type: none"><li>Literary techniques are used to heighten interest, appeal to an audience, and effectively communicate a message.</li></ul> <p>— What does it mean to be an effective writer?</p> <ul style="list-style-type: none"><li>Authors use conventions of written language to communicate clearly and effectively.</li></ul> <p>— How do grammar skills enhance written communication?</p>	
Vocabulary of Instruction		<ul style="list-style-type: none"><li>Revise</li><li>Voice</li></ul>	
Materials		<ul style="list-style-type: none"><li>Teacher Writer’s Notebook (1)</li><li>Writer’s Notebook (1 per student)</li><li>Writing Folder (1 per student)</li><li>Chart paper (if applicable)</li></ul>	
Attachments and Resources		<ul style="list-style-type: none"><li>Handout: <b>Voice Rubric</b> (1 per student)</li></ul>	
Advance Preparation		<ol style="list-style-type: none"><li>Prepare to display visuals as appropriate.</li><li>Select a piece of writing with either a strong or weak voice to assess with students using Handout: <b>Voice Rubric</b>.</li></ol>	
Background Information		This Instructional Routine partially assesses Performance Indicator: “ <i>Use the writing process and conventions of language to write an engaging story using a range of literary strategies and devices to enhance the plot.</i> ”	
Teacher Notes	 MISCONCEPTION: Some students believe that the voice of a paper must always be the authentic voice of the writer. However, the author does not have to write in his/her authentic voice, but must make us believe that it is his/her authentic voice throughout the writing.		

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	Voice is something that is not nearly as tangible as grammar or focus. It is necessary for a teacher to truly understand voice in order to ensure that it becomes concrete to students. Consider preparing a practice activity to further support students. An example could be for students to write a short note of apology from different perspectives for breaking a neighbor's window: a sweet little girl, a rough teenager, and one from themselves. Assign these one at a time and stop to read a few as the students finish them. This will demonstrate what voice looks like in a more concrete manner.

## Instructional Routines

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<b>Duration and Objective</b>	<p>Suggested Duration: 50-60 min.</p> <p><u>Content Objective:</u> Students revise drafts for improved voice, literary techniques, and sentence variety.</p>
<b>Mini Lesson</b>	<ol style="list-style-type: none"> <li>1. Explain to students that today they will continue to improve their engaging stories by making sure they have a strong voice in their writing. Ask: <b>What is voice? How can it affect writing? Do you always have to write in your own voice?</b> Lead a class discussion and share examples as applicable.</li> <li>2. Explain that one of the more difficult aspects of voice is assessing it fairly. Display and discuss Handout: <b>Voice Rubric</b>..</li> <li>3. Display the selected piece of writing. <b>Think Aloud</b> with students while using Handout: <b>Voice Rubric</b> to assess voice in the piece.</li> <li>4. Explain that using a variety of sentence types and lengths when writing adds rhythm and voice. Model revising selected sentences to increase variety. Remind students that literary techniques also contribute to voice.</li> </ol>
<b>Learning Applications</b>	<ol style="list-style-type: none"> <li>1. Distribute Handout: <b>Voice Rubric</b>. In partners, students assess the use of voice in their engaging stories.</li> <li>2. Students continue revising their engaging story drafts, focusing on using a variety of sentence types and lengths and other literary techniques that contribute to voice.</li> <li>3. Confer with as many students as possible to provide targeted, individualized instruction.</li> </ol>
<b>Closure</b>	<ol style="list-style-type: none"> <li>1. Ask: <b>Which strategies did you use to create voice in your writing?</b> Discuss responses.</li> <li>2. Student volunteers share their revisions with the class.</li> </ol>